

## **I. Who We Are**

### **A. Description of Founding Group**

The founder of Ashiki Preparatory High School is Dennis Hart. A graduate of Howard University School of Business and also founder of Ashiki, Inc. Mr. Hart will serve as the Executive Director of the school managing daily activities. Currently, there are four official members of the Governance Board. There are two other members who were unable to return their information before the application deadline. We will have these two as official members once proper paperwork has been submitted. The present board members are Mr. Dennis Hart, Rev. Jonathan Bailey Sr., Mr. Ronald Davis Jr. and Mrs. Linda Edwards.

Rev. Jonathan Bailey is the Senior Pastor at Tabernacle Missionary Baptist Church. The church is located on the eastside of Indianapolis near 30<sup>th</sup> and Keystone. Rev. Bailey has held his position at the church for over twenty-five years. He was chosen to sit on the Board based on his leadership abilities and his vast knowledge of the community. He brings with him several years of experience that will be paramount to our success.

Mr. Davis is a Computer Engineering major at Purdue University completing his last years of study. He was selected as a board member because of his extensive knowledge of computers and technology. This organization seeks to keep our students well informed on matters of technological advancements in society, and Mr. Davis brings this particular insight to us. His skills will become more useful in the future once we begin to establish technology based learning and communication tools for our students.

Mrs. Edwards is the coordinator of Human Relations and Student Services in the Metropolitan School District of Wayne Township. She has approximately twenty-eight years of experience in education. Mrs. Edwards has an in-depth knowledge of cultural awareness as it relates to education. She also has vast degrees of knowledge in working with students that are not proficient in English. Her first hand information in all of her areas of practice will prove to be vital to our mission.

## **II. Our vision**

### **A. Mission**

The mission of Ashiki Preparatory High School is to create a more well rounded high school graduate. Our graduates will not only be proficient in the area of academics, but they will also be conscience productive members of society. Every student will have the opportunity to explore and develop skills that are fundamental to life.

### **B. Need**

The need for this type of educational program is truly visible in Indianapolis. This type of curriculum assists students in three ways. First, it attacks the myopia, which seems to plague most high school students today. According to last years figures provided by the Indiana Department of Education a calculated 52% of Indianapolis public high school graduates were planning to continue their education. There are many factors to this grim figure however the main factor is the lack of instructional preparation for the future. All students need to enter into high school with a contingency plan for graduation, and with the help of teachers and counselors this plan should be evaluated and reconfigured (if necessary) on a regular basis,

Secondly, it will allow students a chance to become familiar with the world around them. We will help them to step out of the confines of their immediate environment so that they may become active and knowledgeable members of society.

Finally, it will enable the students to learn a multiplicity of subjects circumvented in traditional high school instruction. These areas of study not only prepare the students for future educational endeavors they also will assist each student in his or her daily affairs. As a result, many students graduate without exposure to subjects such as: computer languages, computer technology, real estate and investments and entrepreneurship. These classes will be extremely useful to any high school graduate in years to come. With such a breadth of courses it creates the window of opportunity that most students never knew existed.

### **C. School Characteristics**

The school will follow the basic 4 x 4 Plan for time allotment also known as block scheduling. With this plan the school year is divided into four grading periods, which convene for a duration of nine weeks each. During each nine- week grading period students take a total of four classes. Consequently, instructional time is increased to 90 minutes per class session. This particular plan enables teachers to spend more classroom time per day with each student giving time for increased in-depth study of subject matter. It also lends extra time for students to receive personal assistance with questions or problems.

School will be in session for approximately 183 days. The first quarter which extends from August 28 to October 25 will convene for 44 days. The next session which extends from October 28 to January 16 will be held for 47 days. The third session which extends from January 21 to March 25 will be held for 45 days. The fourth and final quarter which extends from March 26 to June 6 will convene for 47 days. There will be a week that precedes the final week of instruction that will be reserved for community service this will begin on June 9.

During the year the following holidays will be observed: Labor Day, Thanksgiving, Christmas, Martin Luther King's Day, President's Day and Memorial Day. Winter break will begin December 20 and extend until January 6; and Spring break will take place the week of April 7. There will be one additional day that classes will be cancelled and that is Parent Teacher Conference Day held on January 17.

School doors will open at 8:00 am classes commence at 8:35 am. There will be a five-minute respite midway through each 90 minute class session (this time is not subtracted from the allotted 90 minutes it divides it into two 45 minute halves). Students will attend two classes in the morning, break for a 60 minute lunch period and then attend their two afternoon classes. Five minutes will be granted for travel time between classes. The following is timetable displaying a student's daily schedule.

TIME	DAILY ACTIVITIES
8:00 am	Open Doors
8:05	First Class Begins
8:50	Five Minute Break
8:55	First Class Continues
9:40	Class Ends/ 5 Minute Passing Period
9:45	Second Class Begins
10:30	Five Minute Break
10:35	Second Class Continues
11:20	Class Ends/ 5 Minute Passing Period
11:25	Lunch
12:25 pm	Lunch Ends/ 5 Minute Passing Period
12:30	Third Class Begins
1:15	Five Minute Break
1:20	Third Class Continues
2:05	Class Ends/ 5 Minute Passing Period
2:10	Fourth Class Begins
2:55	Five Minute Break
3:00	Fourth Class Continues
3:45	School Day Ends

## **111. Educational Services Provided**

### **A. Educational Philosophy**

There are three major parts to the school's educational foundation. The first is the importance of student oriented goal setting. The second is the importance of creating a foundation that ensures each student will be able to continue his or her education after graduation with regards given to academics and financial assistance. The final area of importance is the ability for students to be aware of and participate in community uplift and outreach.

Student oriented and staff facilitated goal setting will be one of the primary cornerstones of our educational system. It will be implemented on a long-term and short-term basis. Students need to be conscience of the empirical value of goal setting. We will work with them to develop their plans as they relate not only to academia but to outside areas of life as well.

Goal setting assists students in becoming proactive in life. They are able to gain a sense of direction and establish priorities. Goal setting has also been proven to boost students' confidence and cultivate awareness of individual strengths.

The ability for students to continue their education after graduation academically and financially is exceedingly important. Our promise to each parent is that his or her child will be academically and financially prepared for a higher education. Often times students graduate without the proper educational training to gain entrance into a four-year college or university. We have developed a curriculum and a set of scholastic standards that will procure a space at one or more of Indiana's institutions of higher learning.

For most parents and students the realization of the economic factors involved in receiving a higher education remains a constant deterrent. This problem will render itself nonexistent in the lives of our graduates and their parents. We give all students' families the assurance that they will receive academic and need based financial assistance if the student adheres to course requirements and standards. This will give an immense feeling of relief to both students and parents alike, and foster a more positive outlook on life thus influencing students to become active participants in their education.

It would be completely unbeneficial to have a student abound him or herself with scholastics and remain aloof to matters concerning the world or environment in which they live. This is why community service/ involvement will be a mandated part of the curriculum. We cannot create future leaders of a community who are unknowledgeable of the social conditions of that community.

## **B. Academic Standards**

The academic standards adopted by the school are patterned after the Indiana Core 40 curricular standards. This particular set of standards was adopted for the future financial benefits of our students (these benefits will be discussed in further detail later). Coupled with these standards we also have chosen a few standards of our own.

Each course must be passed with the grade of a C or better. If during the mid-quarter progress- reporting period a student is receiving a grade of C or lower they will be required to attend tutoring sessions twice a week until the teacher of the course notices measurable improvement. If the student is unable to secure a grade of a C or better by the end of the course he/she will continue with after school tutoring for the entirety of the following grading period; redoing all unsatisfactory work and retaking substandard quizzes and examinations.

Our graduation standards are as follows:

- Complete all curricular courses with a grade of C or better
- Pass the state required Graduation Qualifying Exam
- Gain HTML Programming Certification
- Gain Visual Basics Programming Certification
- Gain C/ C++ Programming Certification
- Receive minimum score of 1000 on SAT
- Complete 60 hours of community service
- Complete senior internship

The above graduation requirements are set well beyond Indiana's graduation requirements. In fact none of the above except the passing of the GQE are requirements for graduation according to Indiana State Law. By allowing our students to excel beyond minimum state requirement we are insuring their future success after graduation.

## **C. Curriculum**

The purpose of the school's curriculum is to provide each student with a broad-based educational foundation. By teaching an array of concepts and life skills we increase student vigilance and productivity. As mentioned previously the curriculum meets the Indiana Department of Education Core 40 requirements.

### *A Brief Background and Overview of the Core 40*

The Core 40 is a set of agreed upon competencies for high school graduation implemented by Indiana educators, government and business leaders. It calls for students to transcend traditional graduation requirements in order to succeed in the workforce or postsecondary education. It has become a requirement for admittance into all Indiana four-year colleges and universities. Completion of this curriculum signifies a students' dedication to his or her education and is awarded as such. Any student that graduates receiving a Core 40 diploma is eligible and will receive need based financial assistance up to 90% for any private or public Indiana postsecondary school. The following is an explanation of Core 40 credit and course distribution.

## **I. The Academic Core**

26-28 credits from the following areas:

*LANGUAGE ARTS* -- 8 credits in literature, composition, and speech.

*MATHEMATICS* – 6 to 8 credits from Algebra I, Geometry, Algebra II, Trigonometry, Calculus, Probability & Statistics, or Discrete Mathematics.

*SCIENCE* -- 6 credits in laboratory science, including:

- 2 credits in Biology
- 2 credits in Chemistry, Physics, or Integrated Chemistry/Physics
- 2 additional credits from Chemistry, Physics, Earth/Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental Science.

*SOCIAL STUDIES* -- 6 credits distributed as follows:

- 2 credits in U.S. History
- 1 credit in U.S. Government
- 1 credit in Economics
- 1 credit in World History or Geography
- 1 additional Social Studies credit

## **II. Electives**

8 credits from any of the following subjects

*FOREIGN LANGUAGE* – Any credits in a foreign language

*FINE ARTS* -- Art, Theater, and Music

*COMPUTERS TECHNOLOGY* -- Computer Applications/Computer Programming

*TECHNICAL CAREER AREA* -- At least 6 credits in a logical sequence from a technical career cluster.

## **III. Physical Education, Health & Safety**

2 credits:

- 1 credit in Basic Physical Education (two semesters)
- 1 credit in Health & Safety (one semester)

## **IV. Electives**

2 to 4 additional credits from any courses offered for high school credit.



## Our Proposed Curriculum

### Year 1

1 <sup>st</sup> QUARTER	2 <sup>nd</sup> QUARTER	3 <sup>rd</sup> QUARTER	4 <sup>th</sup> QUARTER
English 1	English 2	Creative Writing	Argument Writing
Pre- Algebra	Algebra 1	Algebra 2	Probability & Stats.
Spanish 1	Spanish 2	Phys. Education	Phys. Education
Biology 1	Biology 2	Speech	US History 1

### Year 2

1 <sup>st</sup> QUARTER	2 <sup>nd</sup> QUARTER	3 <sup>rd</sup> QUARTER	4 <sup>th</sup> QUARTER
Amer. Literature	Pre- Calculus	Calculus 1	Calculus 2
Geometry	US Government	Computer Tech. 1	Computer Tech. 2
Computer Basics	Latin	HTML	Physics
US History 2	Chemistry 1	Chemistry 2	Personal Finance 1

### Year 3

1 <sup>st</sup> QUARTER	2 <sup>nd</sup> QUARTER	3 <sup>rd</sup> QUARTER	4 <sup>th</sup> QUARTER
Research & Comp.	SAT Prep.	Legal Studies	Accounting 2
Applied Math	Economics	Accounting 1	Japanese 2
Personal Finance 2	Latin Amer. Studies	Japanese 1	African Amer. Lit.
Canadian Studies	Visual Basics	Real Estate	European Studies

### Year 4

1 <sup>st</sup> QUARTER	2 <sup>nd</sup> QUARTER	3 <sup>rd</sup> QUARTER	4 <sup>th</sup> QUARTER
Afr. Amer. Studies	Mid. Eastern Stud.	Auto Repair	Health & Safety
Culinary Basics	Philosophy	Entrepreneurship	Art
Asia Studies	Music Theory	Environ. Science	Half Day Intern.
C/ C++	African Studies	Internship Prep.	

Subsequent to the formal conclusion of class instruction students will be required to complete 20 hours of community service during the following week. This is only required for the first three- years or until their 60- hour public/ community service requirement is fulfilled.

## Curricular Correspondence To Core 40

Language Arts - 8 Credits
English 1
English 2
Creative Writing
Argument Writing
Speech
American Literature
Research & Composition
African American Literature
Total Credits:8

Mathematics – 6 to 8 Credits
Algebra 1
Algebra 2
Probability & Statistics
Geometry
Calculus 1
Calculus 2
Applied Math
Total Credits 7

Science – 6 Credits
Biology 1
Biology 2
Chemistry 1
Chemistry 2
Physics
Environmental Science
Total Credits 6

Social Studies – 6 Credits
US History 1
US History 2
US Government
Economics
Canadian Studies
African Studies
Total Credits 6

Directed Electives – 8 Credits	
Foreign Language:	Spanish 1, Spanish 2, Latin, Japanese 1, Japanese 2
Fine Arts:	Art, Music Theory
Computer Technology:	Computer Basics
Total Credits 8	

Technical Career Area – 8 Credits	
Accounting 1	
Accounting 2	
Auto Repair	
Legal Studies	
Computer Technology 1	
Computer Technology 2	
HTML Programming	
Visual Basics Programming	
Total Credits 8	

Physical Education, Health & Safety – 2 Credits	
Physical Education	
Health & Safety	
Total Credits 2	

Free Electives –2 to 4 Credits	
Entrepreneurship	
Pre- Calculus	
Pre- Algebra	
Culinary Basics	
Total Credits 4	

As illustrated our curriculum comfortably meets all Core 40 requisites and is structured for students to gain 12 additional credits. They will also take half of their final quarter their senior year to partake in an internship.

In reference to the curriculum as it relates to special populations. Particular care and attention will be given to special needs students. Although the curriculum is rigorous it is not intended to exclude anyone from receiving a quality education. Students with disabilities will be accommodated both physically and in any other capacity necessary. Despite limitations all students will be active participants in the learning process. The curricular content will not change for any student; however, the standards for those with special needs will be recalibrated so that they too may realize their own personal full potential. We will evaluate each case on an individual basis and collaboratively confer with the student and his or her parents to formulate challenging yet realistic and most importantly attainable goals.

#### **D. Assessment**

The only way to ensure a students success is to monitor their progress. According to Indiana legislation all students are required to participate in the traditional standardized examinations administered annually. However, we will also monitor the students' progress collectively and separately using internal and external assessment measures.

Internal assessment measures will be used on a continuous basis. Students will be administered a test in each course prior to receiving any formal instruction. This examination will be formulated with reference given to the competencies to be mastered in the subject area. The same examination will be re-administered at the conclusion of the quarter. This allows for a quantitative view of the students knowledge prior to and consequent to instruction. This particular form of assessment will not be a component in student grading. The results of these tests will remain in the students' permanent file as a long-term measure of progress during their high school career.

As previously mentioned each student will develop a long-term portfolio of examinations, major assignments and goal assessment and attainment worksheets. This portfolio will be an internal measure indicative of individual long-term growth as it corresponds with school standards and curricula.

External tools for assessment will include both norm- referenced and standards-referenced testing. The results will allow for a comparison to be drawn between our students and their peers (locally and nationally). They will also help to identify individual strengths and weaknesses, therefore assisting in the development of lesson plans that will strengthen skills in the underdeveloped areas. We will also be capable of measuring our students as a whole against other high schools in the central Indiana area. The data procured during these tests will be reported to the families of the students, the Mayor's Office, the Board of Education and community partners.

### **E. Support for Learning**

Building and maintaining a safe learning environment is an important issue in all schools today. In order to create this type of environment students must feel a sense of obligation not only to themselves but to their fellow classmates as well. Before the onset of classes there will be a forum conducted to explain how everyone shares in the responsibility of making this school a success. This includes parents, students, staff members and the Board of Directors. Students must realize that they are the most important members in the entire organization, and therefore share a great deal of this responsibility.

All students will be advised of the disciplinary codes of conduct. The epicenter of the codes' foundation is to be mindful of ones own responsibility in sustaining an environment conducive to learning. Each student is to remain respectful and considerate of one another at all times. They must not intentionally disturb the learning process in any manner. They must also be mindful of personal space and personal property. There will be no tolerance for violation of either of the above. Any unsolicited or unwarranted touching of others will be seen as harassment. Verbal harassment of any kind will also not be tolerated. As a summation, any actions that are viewed as potentially dangerous or harmful, that distract from the business of learning or that foster civil unrest will be punished.

Any student who violates the codes of conduct to a degree that is not punishable by law will have to come before a council comprised of faculty, parents and students. This seven- member council will be appointed by the student body to serve for a term of one year. Its makeup will include: two faculty members, two student representatives and three parent representatives. They will listen to the student's plea and will pass down a mandatory sentence. The maximum sentence to be issued will be five days of suspension and this has to be granted approval by the school director. However, this would only be in incidents of extreme violation. Some punishments may include one day of after school cleaning of the facility or perhaps three days of servitude to the person wronged.

The school will keep lines of communication open for parental comments and concerns. Parents will be able to voice their concerns at Parent Teacher Association meetings, during an open house or at any given time via letter or a scheduled conference. All parents will be given a standardized questionnaire at the end of each school year. This questionnaire is to evaluate parental satisfaction and for the submittal of recommendations. A copy of these questionnaires will be sent to the Mayor's Office, and made available for inspection by the general public.

## **F. Special student populations**

We are aware of our obligatory duty to serve all students regardless of race, sex, religion, national origin or ability. Students with special needs will be as welcome as any other student. Likewise, so will those students with limited English proficiency. Our facility will be fully structured to suite the needs of anyone with a physical disability. Since I myself have been confined to a wheelchair my entire life I understand the importance of facility accessibility for all.

If a student that is enrolled in our school has been previously assessed as having special needs we will then initiate the process for formulating an individual set of standards for his or her secondary educational career. We will utilize professionals in the field of special education as consultants in the process. Our goal would be to use their expertise combined with the parents' personal knowledge of the student's abilities to set standards and goals that are realistic but also challenging. A committee comprised of the consultant, the student, the parents and teachers will assess these plans on an annual basis. For issues of personal assistance we will staff an individual (or individuals) that have completed the proper certifications to work with disabled students.

For students who are not proficient in English special provisions shall be made to assist with mastery of the language. They will be actively involved in all activities to the fullest extent possible. We may have to partner with outside organizations to translate our lessons into the student's proficient language. We would also make certain that all notices reported to parents of non- English speaking students be translated as well.

## **IV. Organizational Viability and Effectiveness**

### **A. Budget**

This budget was formed with intentional shortages in revenues because it is better to make budgets with lower than normal influx and higher than normal outflow of capital. This provides a slight safety net should actual budgeting problems arise. The basis of assumption behind revenue was an estimated per pupil payment of \$6,700 (estimate provided by the Indiana Charter School Network), the three year annual \$150,000 start-up grant provided by the Mayor's Office and \$10,000 in fundraising monies the first three years and \$30,000 and \$50,000 respectively the next two years. As previously mentioned there were no other sources factored into the budget.

Expenditures were mostly based on increased value estimates that were procured. For human resources expenses the number of teachers were estimates as: six part-time the first year, two full time and five part-time the second year and we capped out at four full-time and six part-time. This ensured that all subjects had at least one qualified instructor. Calculated expenses for textbooks were not provided because we are seeking text book donations.

Expenses seem to exceed revenues at a glance, yet one must be mindful that full appropriations have not been accounted for. There are also other considerations to be given, which include the actual figures for the most exorbitant expenditure (human resources) are capable of being manipulated with fewer employees integrated. In the event that we experience a budget shortfall we would seek financial relief in the form of loans or bond issuance.

## **B. Enrollment/ Demand**

The school will accommodate thirty students during the first year of operation. Enrollment will increase annually by thirty students until a capacity of 120 students is met. The thought behind this figure is that the school will acquire thirty new enrollments each year, and the programs duration is four years. Therefore after a four- year period of time, thirty students would graduate while thirty new entrants would enroll , thus maintaining a student body of 120. If demand happens to exceed capacity a lottery will be implemented to fill vacancies should they become available.

The media will be our primary source of marketing. We will utilize the extensive coverage of charters granted by the Mayor to promote the school's program. There will also be two open forums held explaining the details of the school's fundamentals and principles to the community allowing for questions and answers. These means of publicity have been chosen because the media provides access to every cross-section in the city without the allocation of exorbitant funding, and open forums give the community an opportunity to hear from the founding members and teachers directly.



### **C. Governance and Management**

Ashiki, Inc. is a small not-for-profit organization with three Board members. All operational activities are under the direction of Dennis Hart (Founder and Chief Executive Officer). We are incorporated in the state of Indiana, and have applied for nonprofit determination with the Internal Revenue Service. This process will be complete before November 2001. You will find all organizing materials and evidence of application for 501 (C) 3 exemption status in appendix B

Since the school will be small the governance plan does not lack simplicity. The school's director will govern the staff, and the director will be governed by the Governance Board.

The role of the director is to monitor and manage the school's daily activities. The director will not hold autonomy in any one area of the school's operations. Overseeing daily faculty and staffing operations and daily fiscal activities will be the center focus of director-oriented responsibilities. The director is also responsible for reporting requested information to all outside stake- holders and governmental agencies. He/ she must work in concert with the staff, parents and the Board to ensure organizational viability.

The Governance Board will be the chief decision-making entity for the entire organization. It will implement all long-term and short-term strategic plans. It will be responsible for personnel hiring, approval of budget allocations, policy-making and fund raising. The board also has the responsibility of ensuring the performance of the director.

During the board's annual meetings we will identify the organization's long-term plans for the upcoming year. These plans include approval of a budget drafted by the director, human resources issues with consideration given to teacher contracts (renewal and new hires), job descriptions, future employee needs and forming new community partnerships. The monthly board meetings are intended for the director to present the Board with progress reports and data relevant to his assigned objectives. Semi- annually the board will perform a director evaluation; if by majority consensus the director's performance is deemed unsatisfactory a probationary period will result. If the director has not curtailed the substandard levels of performance within 60-days dismissal procedures will be enacted.

The Board is likely to continually evolve into a more dynamic group with various degrees of knowledge. The founding board was chosen based on credentials that aligned with the organizations mission and vision. Individuals who have served the community and that have proven track records of integrity and skill in their area of expertise were selected as members to the founding team.

#### **D. Human Resources**

Ashiki Preparatory High School insists that any person seeking a teaching position must either be certified as a teacher in the state of Indiana, or be a participant in the "transition to teaching" program. We have not invoked a policy requiring a specific number of years in the teaching field. This is because we would like to make the opportunity to become a part of our faculty available to all who qualify. For reasons that will be clarified later in this section we are preferential to those with certification to teach more than one subject. All teachers must not only possess the inherent ability to teach, but they must also be able to work well as a cohesive member of a team. We would like for all faculty members to become active in the invocation of new ideals and visions to assist in the prosperity of the school.

Potential instructors must present a resume and indication of certifications required by state statute or verification of participation in the “transition to teaching” program to our Governance Board for review. Applicants must agree to a criminal background check and present the necessary information to conduct such a check in conjunction with the aforementioned materials. Once the preliminary information has been reviewed, and a person is selected for further review we will procure three references from the applicant. Thereafter, we will schedule the applicant an interview with the board. The board must select the applicant by majority vote and notify them of the decision within two business days.

The selection procedure for other staff members does not vary tremendously. They too will be required to undergo a criminal background check and be interview by the board. The only variant will be the number of references required. Staff members will only be required to provide two references: previous employer and a personal reference. They must also have obtained any needed certifications prior to initial contact.

Due to scheduling patterns we could address the hiring of faculty in a number of ways. In our first year we could possibly employ a total of six faculty members. However all of those employees would be part-time workers if they were only certified to teach one subject. Likewise, we could hire fewer full-time faculty members if they had certification to teach in more than one subject area. This equation is our impetus for being preferential to those with the ability to teach more than one subject. It lessens the number of employees in the organization and alleviates some of the director’s personnel responsibilities.

Compensation for teachers will be granted according to the data provided by the Indiana Department of Education. We will provide all faculty and staff with the level of pay equivalent to their colleagues with comparable experience. In reference to health insurance benefits we will provide plans for medical, dental and eye care. We were unable to procure an exact quote due to the numerous employee possibilities. The insurance companies needed extremely detailed information concerning individual employees and their families, neither of which exist at this given time. But, we have appropriated funds for the estimated cost of this expense.

## **F. Financial Management**

Financial management is an aspect of business affairs that is most often overlooked by many smaller institutions. When in fact it is among the most integral aspects of business success. Understanding this has allowed us to create a system of checks and balances that leaves little room for accounting errors. For the first two years the director will record all daily financial activity. At the end of each month these records will be given to a certified public accountant for inspection. An outside firm on an annual basis will then audit the records of this accountant. Beginning our third fiscal year we will employ a full-time financial manager to conduct all fiscal activities. The financial manager will continue to report monthly bookkeeping records to the CPA; and the CPA will, in turn, be audited annually.

The payroll department will be outsourced to a firm called SurePayroll. They provide web-based payroll processing to employers. The service is inexpensive in comparison to its benefits. They calculate, deduct and pay all federal, state and local taxes. Employees may either receive direct deposit or printed checks. An email notification is sent to all payroll recipients stating that their funds have been deposited to their accounts. Employees are also able to view their payroll history and print pay stubs via the secure website. At any time employers may print a record of all payroll expenditures. The utilization of this service will decrease the risk of untimely tax filings and withholdings miscalculations.

The annual budget will be drafted by the director (or financial manager if staffed) and submitted for approval to the board. The Governance Board is the ultimate authority on all budgeting matters. The budget is the only issue which must be granted unanimous approval by the entire board.

## **F. Facility**

We have secured an intent to lease with a local real estate agency (Colliers Turley Martin Tucker) on a property identified as Corporate Square West. The property is located at 5610 Crawfordsville Road on the Westside of Indianapolis. This property is conveniently located with a two-minute drive to Interstate 465 and a fifteen-minute drive to the downtown region.

The building is a new construction with occupancy mostly comprised of small to medium sized companies. Our real estate agent gave assurance that the owner of the site would welcome our organization and accommodate all of our needs. The proprietor of the building indicated that he would procure the SU-2 zoning once we confirmed that our charter had been granted.

The leasing terms will be \$ 13.50 per square foot annually. We are prepared to lease 7000 square feet creating an annual leasing agreement of \$ 94,500 (\$ 7,875 monthly). This rate is full service which means that it covers maintenance, five day janitorial services and all utilities. These terms also include interior structural adjustments or additions that may be necessary. The leasing agreement could range from three to five years in duration. Pursuant to being granted our charter we will sign the minimum requirement for a three-year agreement at the end of which we will re-evaluate spacing necessities.

## **G. Transportation**

Students will not be discriminated against because of inaccessibility to adequate transportation. Arrangements have been made for the leasing of a bus with the capacity to transport the entire student body. Budget appropriations are also reserved for a licensed bus driver. After the enrollment process is complete a fixed bus route will be created for daily transit of students without transportation. Funding has been reserved for the acquisition of a three new buses and drivers for the following years.

Students with disabilities are eligible for a para-transit service called Indygo Open Door. This service has vehicles equipped with lifts and wheelchair restraints for proper transport of the disabled. The cost of this service is \$ 4 round trip, the totality of which the school will provide. If the student has not submitted an application to Indygo for service the school will provide the application so that the process is complete prior to the beginning of classes. As an added measure of security the school will also provide payment for the student to ride a para-transit Yellow Cab anytime Open Door services are null.

## **H. Risk Management**

For purposes of limiting personal liability on behalf of all whom may be involved or affiliated with the school we will incorporate as a non-profit entity. This establishes a form of legal protection prohibiting relinquishment of personal assets of all employees and governing board members should legal action be taken against the school. There are two insurance agencies that have been contacted with the ability to provide coverage in the amounts suggested by the Mayors Office. Included in appendix E is a copy of one insurers email stating ability to provide coverage. Due to the premature nature of this process e were unable to procure any exact estimates. There is an estimated dollar amount in the budget but it is based on the averaging of several rough estimates.

## I. Timeline

December 2001	<ul style="list-style-type: none"><li>• Charter Granted</li><li>• Submit Articles of Incorporation</li><li>• Board begins eight month fundraising drive</li><li>• Contact property leasing agent</li></ul>
January 2002	<ul style="list-style-type: none"><li>• Initiate accreditation process with the Dept. of Ed.</li><li>• Draft detailed course descriptions (Board)</li><li>• Contact agent for insurance coverage</li><li>• File IRS 1023 for 501 (C) 3 determination</li></ul>
February	<ul style="list-style-type: none"><li>• Begin teacher application process</li></ul>
March	<ul style="list-style-type: none"><li>• Interview selected candidates (Board)</li><li>• Notify interviewees of selection decision</li><li>• Finalize terms of teacher contracts</li><li>• Report employee information to Dept. of Workforce Development</li></ul>
April	<ul style="list-style-type: none"><li>• Conduct the first formal public Q and A forum (Board and teachers)</li></ul>
May	<ul style="list-style-type: none"><li>• Begin two weeks early enrollment session</li><li>• Submit course descriptions to Dept. of Ed. For approval of Core 40 standards</li></ul>
June	<ul style="list-style-type: none"><li>• Receive IRS determination file for State exemption</li><li>• Finalize property leasing agreement</li></ul>

July	<ul style="list-style-type: none"> <li>• Conduct the second formal public Q and A forum ( Board, teachers and first group of enrolled students and families)</li> <li>• Confer with teachers to determine teaching material requirements</li> <li>• Procure teaching materials</li> <li>• Begin selection process for a bus driver, secretary and food operations</li> <li>• Conduct Fire Dept. and Health Dept. on site visit</li> <li>• Report employee information to Dept. of Workforce Development</li> </ul>
August	<ul style="list-style-type: none"> <li>• Final two weeks of enrollment</li> <li>• Report student information to Dept. of Ed.</li> <li>• Procure furniture</li> <li>• Open House (Mayor and Charter Board, teachers, staff, Governance Board, students and parents)</li> <li>• Connect telephone system</li> <li>• Sign up for payroll processing</li> <li>• Classes begin</li> </ul>



## **V. Goals**

### **1. Academic Performance**

The first of our two goals as they relate to academic performance is to academically rank in the upper ten percentile of all high schools in the city of Indianapolis pursuant to our first year of operation. The corresponding measures associated to this goal will be the comparison of annual standardized -test scores to all other high schools in the city, and the average G.P.A. of our student body with respect to grade level as it compares to the same demographic. Both studies will be conducted using data provided by the Indiana Department of Education. It is our mission to ensure that our students rank in the upper ten percentile of both comparison measures.

The second of our two academic goals is to produce a higher percentage of students seeking post secondary education than that of the surrounding school system. Using data provided by the Indiana Department of Education a percentile comparison will be the evaluation measure.

### **2. Organizational Viability.**

The two most important goals in relation to organizational viability are to produce at least ten thousand dollars each year in fundraising activities for operational expenses, and to form four community partnerships by the closing of year two. The former is capable of being measured using data displayed in our records of fiscal activities. The latter will have to be proven using statements of partnership drafter by each partnering organization.

### **3. School Specific**

The first of our school specific goals is to have a demand twice our enrollment capacity. This will be measured by the number of applications filed for enrollment compared to the number of available vacancies. The second goal is to maintain high levels of parental approval. This will be measured utilizing the data gathered from the school evaluation forms administered to parents at the end of each year. The questionnaire will have one question asking each parent to rank the comprehensive performance level of the school from 1 to 5 (5 being the highest level of approval). It is our goal to score 4 or 5 on at least ninety percent of all questionnaires.

## **VI. Summary of Strengths**

The vision of this school was giving to me in the dawning of 2001. I was a recent college graduate who had lived a life of continuous obstacle conquering and perseverance. I understood poverty and all of her disenchantment. I faced the stinging bitterness of being a minority in more ways than one could ever imagine. I also have felt the frustrations of living with a disability. But, through all of this I have realized the inherent value of an education. I feel that I have been blessed to go through the numerous hardships of life so that I may use the acquired knowledge for the benefit of others.

This program was designed based on the educational and economic needs of the largest demographic in this city. Many youth graduate from high school lacking direction and focus. We want to decrease those numbers by providing an education surfeited with pragmatic knowledge and skills. This institution is not an instrument of exclusion. It is my personal wish that children of all races, abilities and economic backgrounds are able to come together and gain an education that is unsurpassed.

Chronologically I may not seem to have lived long enough to take on such a responsibility. However it is not the age of a man but the condition of his heart and I am fully dedicated to the prosperity of this endeavor. I have gathered the combined dedication of several individuals with extensive technical knowledge in various fields related to this form of business. Together we will undoubtedly be able to provide an institution of education which meets the needs of all of its students and will serve as a benchmark for every secondary educational institution in the city.